

Healthy Ever After: Kids!
Torrance Memorial Medical Center
and Torrance Unified School District
Prepared by Giselle Willeford, RD – Revised by Emily Parker, MS, RD

Session 2b: “Healthy Whole Grains” – Kindergarten through Second Grade

- I. **Objectives:** Following this session, students will be able to:
 - a. Identify which foods belong in the grains food group
 - b. State the recommended servings of whole grains one should eat per day
 - c. Name at least two whole grains
 - d. Identify foods that can be made with whole grains

- II. **Instructor:** Classroom teacher and/or parent docent

- III. **Target Audience:** Students in kindergarten, first grade, and second grade classes within Torrance Unified School District

- IV. **Setting:** Classroom or Multi-Purpose Room

- V. **Materials:**
 - a. Whole Grains Give You Fuel poster
 - b. MyPlate Poster (from Lesson 1)
 - c. Visual Aid Sheets (corn, wheat, rice) or PowerPoint
 - d. Labeled snack bags filled with corn, wheat berries, brown rice, quinoa, oats (1 bag of each)
 - e. School lunch menu with whole grain items listed
 - f. Optional: Activity/coloring sheets
 - g. Snack Items – Subject to Change per TUSD Registered Dietitian
 - i. Crispy Rice Cereal Bars (12 kids per box)
 - ii. Knife for cutting bars in half
 - iii. Cutting board(s)
 - iv. Napkins (one per child)
 - v. Vinyl gloves for teacher/docents

- VI. **Total Session Time:** 45 minutes
 - a. **Lesson Time:** 20 minutes
 - b. **Activity Time:** 15 minutes
 - c. **Snack Time:** 10 minutes

- VII. **Preparation**
 - a. Review notes, practice lesson
 - b. Collect/compile materials
 - c. Snack preparation
 - i. Docents/teachers/children need to wash their hands before handling food— docents/teachers must wear vinyl gloves when preparing food for the children
 - ii. Open boxes and packaging of cereal bars
 - iii. Cut bars in half and serve one half of a bar to each child
 - iv. Have napkins available for each child

VIII. Lesson Outline

- a. Introduction
 - i. Instructor introduction(s)
 - ii. Today's topic: "Healthy Whole Grains"
 - iii. Explain that we are going to talk about foods from the grains group and how they help us stay healthy and strong

- b. Review "Grains" section of MyPlate Poster
 - i. *"Who remembers the MyPlate poster from our last lesson?"*
 - ii. *"What types of foods did we say belong in the orange section of the plate?"* (grains)
 - iii. *"Why do we need to eat grains?" "Why are grains important?"* (give us energy to run, jump, play, and learn)
 - iv. *"What are some grain foods we can eat for breakfast? Lunch? Dinner?"*
 - v. Breakfast: bread, cereal, oatmeal, crackers, muffin, pancakes, waffles
 - vi. Lunch: rice, tortilla, bread, quinoa, crackers, pasta, cornbread
 - vii. Dinner: rice, tortilla, bread, quinoa, crackers, pasta, cornbread

- c. Introduce the idea of Whole Grains
 - i. *"When we eat grain foods, we want to **make at least half of our grains whole grains.** That means we should have at least **3 servings of whole grains per day.**"*
 - ii. *"Whole grains are healthy for us because they provide important nutrients like fiber and vitamins."*
 - iii. *"Whole grains come from plants like corn, rice, and wheat. Before we buy them in the store, they grow as plants from the ground. Let's take a look at where they come from!"*
 - iv. Introduce different whole grains.
 - Show slide/picture of cornstalks. *"Corn grows on **stalks** in big fields. We can eat corn on the cob, or the kernels can be removed."* Show picture of corncob. Optional: Hold up bag of corn kernels. *"The dried kernels can be popped to make popcorn. They can also be mashed and squished and mixed until they break apart into tiny pieces. This is called **grinding**. So, corn can be **ground** into cornmeal."* Show slide/picture of cornmeal. Cornmeal is used to make food like cornbread. Show slide/picture of cornbread.
 - Hold up or show visuals of rice. *"Rice grows in very wet fields."* Hold up bag of brown rice. *"Brown rice is complete—nothing is taken away from it before we eat it. That makes brown rice really good for us. But, white rice has some healthy things taken away from it before we eat it. That makes white rice not quite as good for us."* Show slide of brown vs. white rice, and slide of bowl of brown rice.
 - *"Oats, and quinoa (pronounced 'keen-wah') are also types of whole grains."* Hold up bags of oats, show picture of quinoa plant and quinoa seeds. Quinoa can be eaten in many foods and salads. Show picture of quinoa salad.
 - Show slide/picture of wheat. *"Wheat grows in fields that look like tall grass. Wheat grains grow at the top of the plant. They are packed together in clusters called ears. Each ear of wheat is made up of 40-60 grains. The grains have to be separated from the ears and stalks before they can be turned into flour. Wheat berries are grains of wheat."* Hold up bag of wheat berries. *"Wheat berries can also be **ground up** into flour."* Show slide/pictures of whole wheat/grinding. *"Flour is used to make bread, pizza crust, crackers, and other grain foods."* Show picture of whole wheat bread.

- *“Some foods we eat can be made with whole grains to make them healthier. For example, we can make bread, crackers, pizza crust, and cereal with this brown flour made from **whole** wheat grains.”* Continue showing pictures of whole wheat and white flour. *“White flour has some of the grain parts removed, so foods made with white flour are not whole grain.”*
 - iii. Read the items made with whole grains listed on the school lunch menu.
 - iv. *“What’s your favorite whole grain or favorite food made with whole grains?”*
 - a. Ex: oatmeal, whole grain bread, brown rice, whole wheat pasta, quinoa, whole grain crackers, whole grain bagel, whole grain cereal, whole grain tortilla, popcorn
 - d. Closing
 - a. Today we learned more about the grains food group. Grains provide us with energy so we can learn, play, and stay active! At least half of the grains that we eat should be whole grains. These foods give us important nutrients to keep us healthy and strong.
- IX. **Activity:** Select from various activity sheets available on the Google Drive – do as much as you have time to do – discuss with teacher ahead of time.
- Coloring Page: Getting Enough Whole Grain
 - K-2 Grains worksheet
- X. **Snack:** Crispy Rice and Berry Bar
- a. *“Very good! Now we are going to enjoy a grain snack. It is a crispy rice bar with berries in it. The rice is brown rice, so it is a whole grain food, and it is delicious! This snack will give us great energy to learn and play today!”*
 - b. Distribute and enjoy the snack!

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Session 2b: “Healthy Whole Grains” – Third through Fifth Grade

- I. **Objectives:** Following this session, students will be able to:
- a. Identify which foods belong in the grains food group
 - b. State the recommended servings of whole grains one should eat per day
 - c. Name at least two whole grains that could be included in a meal
 - d. Identify foods that can be made with whole grains
 - e. Identify the three parts of a whole grain
 - f. Name one reason we should eat whole grains
 - g. (Use food nutrition facts labels to choose healthy grain food options)
- II. **Instructor:** Classroom teacher and/or parent docent
- III. **Target Audience:** Students in third, fourth, and fifth grade classes in Torrance Unified School District
- IV. **Setting:** Classroom or Multi-Purpose Room
- V. **Materials:**
- a. Whole Grains Energize Your Day poster
 - b. Whole Grains Give You Fuel poster (optional, from K-2 lesson)
 - c. US Food Plate Poster (from Lesson 1)
 - d. Visual Aid Sheets (corn, wheat, rice)
 - e. Labeled snack bags filled with corn, wheat berries, brown rice, quinoa, oats (1 bag of each)
 - f. School lunch menu with whole grain items listed
 - g. Optional: Activity sheets
 - h. Snack Items – Subject to Change per TUSD Registered Dietitian
 - i. Crispy Rice Cereal Bars (12 kids per box)
 - ii. Knife for cutting bars in half
 - iii. Cutting board(s)
 - iv. Napkins (one per child)
 - v. Vinyl gloves for teacher/docents
- VI. **Total Session Time:** 45 minutes
- a. **Lesson Time:** 15 minutes
 - b. **Activity Time:** 10-20 minutes
 - c. **Snack Time:** 10 minutes
- VII. **Preparation**
- a. Review notes, practice lesson
 - b. Collect/compile materials
 - d. Snack preparation
 - ii. Docents/teachers/children need to wash their hands before handling food—
docents/teachers must wear vinyl gloves when preparing food for the children

- ii. Open boxes and packaging of cereal bars
- iii. Cut bars in half and serve one half of a bar to each child
- iv. Have napkins available for each child

VIII. Lesson Outline

- a. Introduction
 - i. Instructor introduction(s)
 - ii. Today's topic: "Healthy Whole Grains"
 - iii. Explain that we are going to talk about foods from the grains group and how grains help us stay healthy and strong
- b. Review "Grains" section of MyPlate Poster
 - i. *"Who remembers the MyPlate poster from our last lesson?"*
 - ii. *"What types of foods did we say belong in the orange/brown section of the plate?"* (grains)
 - iii. *"Why do we need to eat grains? Why are grains important?"* (grains give us energy to run, jump, play, and learn)
 - iv. Read the first paragraph on the grains poster, *"Grains are good sources of vitamins and minerals..."*
- c. Introduce/review the idea of Whole Grains
 - i. *"Who remembers what type of grains are the healthiest?"* (whole grains)
 - ii. *"When we eat grain foods, we want to **make at least half of our grains whole grains.** That means we should have at least **3 servings of whole grains per day.**"*
 - v. *"Why should we eat **whole** grains?"* Take answers from the group, and then read the green box in the bottom corner of the grains poster, *"Whole grains are better sources of fiber..."*
- d. Introduce different whole grains.
 - i. Show slide/picture of cornstalks. *"Corn grows on **stalks** in big fields. We can eat corn on the cob, or the kernels can be removed."* Show picture of corncob. Optional: Hold up bag of corn kernels. *"The dried kernels can be popped to make popcorn. They can also be mashed and squished and mixed until they break apart into tiny pieces. This is called **grinding**. So, corn can be **ground** into cornmeal."* Show slide/picture of cornmeal. Cornmeal is used to make food like cornbread. Show slide/picture of cornbread.
 - ii. Hold up or show visuals of rice. *"Rice grows in very wet fields."* Hold up bag of brown rice. *"Brown rice is complete—nothing is taken away from it before we eat it. That makes brown rice really good for us. But, white rice has some healthy things taken away from it before we eat it. That makes white rice not quite as good for us."* Show slide of brown vs. white rice, and slide of bowl of brown rice.
 - iii. *"Oats, and quinoa (pronounced 'keen-wah') are also types of whole grains."* Hold up bags of oats, show picture of quinoa plant and quinoa seeds. Quinoa can be eaten in many foods and salads. Show picture of quinoa salad.
 - iv. Show slide/picture of wheat. *"Wheat grows in fields that look like tall grass. Wheat grains grow at the top of the plant. They are packed together in clusters called ears. Each ear of wheat is made up of 40-60 grains. The grains have to be separated from the ears and stalks before they can be turned into flour. Wheat berries are grains of wheat."* Hold up bag of wheat berries. *"Wheat berries can also be **ground** up into flour."* Show

slide/pictures of whole wheat/grinding. *“Flour is used to make bread, pizza crust, crackers, and other grain foods.”* Show picture of whole wheat bread.

- v. *“Some foods we eat can be made with whole grains to make them healthier. For example, we can make bread, crackers, pizza crust, and cereal with this brown flour made from **whole** wheat grains.”* Continue showing pictures of whole wheat and white flour. *“White flour has some of the grain parts removed, so foods made with white flour are not whole grain.”*
- e. What makes a whole grain whole?
- i. *“All grains from nature start as whole grains. They have three main layers that we can eat: the bran, the endosperm, and the germ. A grain is no longer whole when parts of these layers are removed during processing (ex: white rice). When layers of the grain are removed, valuable nutrients are also removed, including fiber, vitamins, minerals, and phytochemicals.* Show picture of grain of wheat.
 - ii. *“This picture shows what a whole grain kernel looks like.”* (Point to the image in the upper green box of the grains poster, and show the larger picture of a wheat grain).
 - *“The **Bran** is the outer layer of the grain kernel. It is rich in fiber and magnesium, so when we eat it, it helps with digestion and keeps our hearts and bones healthy.”*
 - *“The **Endosperm** (pronounced ‘end-oh-sperm’) is the main part of the kernel. It has small amounts of vitamins and minerals; it also gives us energy.”*
 - *“The **Germ** is the inner layer of the kernel. This is where a new plant sprouts. The germ is very good for our bodies – it contains healthy fats and vitamin E.”*
 - iii. Whole grains are healthier for us because they provide more protein, fiber, and important vitamins and minerals than grains that have been processed to remove the bran, endosperm, or germ.
- f. Read the items made with whole grains listed on the school lunch menu.

IX. Activity: **Grainstorming**

- a. Have the students shout out whole grain food ideas
 - i. *“What are some **whole grain** foods we can eat for breakfast?”*
 - ii. *“What are some **whole grain** foods we can eat for lunch?”*
 - iii. *“What are some **whole grain** foods we can eat for dinner?”*
 - iv. *“What are some **whole grain** foods we can eat for snack?”*

X. Optional Added Lesson Component: **Reading Food Labels**

- b. *“Has anyone ever learned how to read a food label?”* (Allow for student responses) *“Great. Well, to finish off our grains lesson we are going to review four important tips to use a nutrition facts panel and ingredients list to find healthy grain foods.”* (Show food label visual aid.)
 - i. *“**Focus on Fiber**’ is our first tip.”* (Show FOCUS ON FIBER visual) *“We want to choose foods with MORE fiber. So – you see where the dietary fiber is listed, right there under Total Carbohydrates? When we compare food labels we want to choose the food with MORE FIBER.”* (Point out the dietary fiber line on the food label picture.)
 - ii. *“Okay. Our second tip is **Slow Down on Sugar**’.”* (Show SLOW DOWN ON SUGAR visual aid.) *“We want to choose foods with LESS sugar. So – you see where the Sugars*

are listed, right there under Total Carbohydrates? We want to choose foods with LESS SUGAR.”

- iii. *“The third tip is ‘Find the Whole Grain.’”* (Show FIND THE WHOLE GRAIN visual aid.)
“When we look at the ingredients list of grain foods like crackers, cereal, bread, and tortillas, we want to see “100% whole wheat” or “whole grain oats” or “whole grain” – see the INGREDIENTS list on this food? It lists “100% whole wheat flour” first. That is a good sign – we should choose that food!” (You can also explain that some foods have a mix of whole grain and white flour. Those foods can be healthy choices, but we should choose fewer of the foods that contain all white flour or enriched flour only.)
- iv. *“The last tip is ‘Baked is Better.’”* (Show the BAKED IS BETTER visual aid.) *“Chips and crackers that are baked instead of fried are a great choice. They have less added fat and are better for our hearts. So choose baked chips and crackers more than fried ones.”*
- v. *“So to review, to choose the healthiest grain foods we should ‘Focus on Fiber’, ‘Slow Down on Sugar’, ‘Find the Whole Grain’, and remember ‘Baked is Better.’”*
- vi. *“Let’s practice. Look at these two food labels.”* (Show picture of two cereals.) *“Which one is the healthiest choice? Why?”* (Allow students to respond – guide as necessary. Show cracker picture) *“How about these crackers? Which one is healthiest?”* (Allow students to respond – guide as necessary. Show bread picture.) *“Here are some breads. Which one is the better choice?”* (Allow students to respond – guide as necessary. Show chip picture.) *“And, how about these chips. What is the best choice?”* (Allow students to respond – guide as necessary.)
- vii. *“Great job! Now you can read food labels of grain foods to make the best choices for your health!”*

XI. Other Optional Activities: Select from worksheets as needed, as time allows. Discuss with teacher.

- Grains Activity and Recipe Worksheet
- Grains Activity and Tips
- Grains Word Search

XII. Closing:

“Today we learned more about the grains food group. Grains provide us with energy so we can learn, play, and stay active! At least half of the grains that we eat should be whole grains. We learned the three components of whole grains and that these foods give us important nutrients like fiber, vitamins, nutrients, and proteins to keep us healthy and strong. We also learned four tips for choosing healthy grains using food labels including: focusing on fiber, slowing down on sugar, finding the whole grains, and remembering that baked is better.”

XIII. Snack: *“Very good! Now we are going to enjoy a grain snack. It is a crispy rice bar with berries in it. The rice is brown rice, so it is a whole grain food, and it is delicious! Let’s compare the ingredients and nutrition facts of this bar to another popular snack. What do you notice?”* (Show or hold up nutrition facts for Crispy Rice Bars and Chocolate Cupcake - discuss). *“Great observations and ideas. Since this bar contains 7 grams of sugar, we should only eat one a day. This snack will give us great energy to learn and play today!”*

- i. Distribute and enjoy the snack!